



HOPE not hate Charitable Trust

‘Robbie’s Story’ – CPD Session Plan

We would recommend that facilitator views the video before delivering the session in order to make the pause point activity during the video as effective as possible.

Post Activity –

This session would be recommended to be before any screening of the student video to allow staff to be confident answering questions during tutor time/lessons.

Learning Outcomes:

- **Understanding** of the current context of extreme right groups in the UK;
- **Deconstructing** the profile of students’ and behaviours that may suggest they are being targeted by extreme views/groups;
- **Equipping** staff with knowledge and strategies to be able to identify and intervene at different levels of concern.

Overview of National Action:

Discussion:

Discuss:

**What behaviours or features do you currently look out for?
What would set off alarm bells?**

Feedback:

Write up responses on a white board (if available)

Feedback from facilitator:

Say that some of these things would be on the right track; however, the behaviours and signs we would be more concerned about are often much more nuanced.

Video viewing:

Show Robbie’s Story – this will cover:

- How he got involved
- What he found appealing
- What was going on in his life at the time
- How it made him feel

Say/explain:

'I am sure that you will recognise some of the features from Robbie's story in our children (your own context).

However, just because a child might exhibit some of the features and behaviours, it doesn't definitely mean that they are involved in extremist activities – they can be indicative of other things.

Show video

During the Video

The video is split into chapters, each offering a question to Robbie's story.

It is designed to allow the facilitator to pause the video after each question to allow a brief discussing among staff of the chapter that have just seen.

Activity

Looking at Robbie's story, split staff into small groups, each being given one of the following questions?

- What could have been done for Robbie at the time?
- What opportunities were there for intervention?
- Robbie's life at school – what changed?
- How would you cope with a Robbie at your school?

Feedback as a group.

Discuss at a group:

Ask: What resources do we currently have in our school to support our intervention?

- People?
- Policies?
- Current practice?

Are we missing anything?

For staff wanted to learn more about dealing with extremist groups, we recommend sign posting them to HOPE not hate's *When Hate Comes to Town* microsite.